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THE New York Tribune says that five-eighths of all the cigars that are sold in New York city are made in the East Side tenements by Bohemian families, who perform all the various processes of manufacture in their dirty rooms, where they not only work but also eat and sleep. The tobacco, it adds, is wet down and spread upon the floor at night, and is trodden upon meanwhile by the family in the pursuit of their domestic operations. In the morning, while it is yet damp and soiled, it is stripped from the stems by the children, while the women make the fillers and the men of the family roll and trim the cigars, turning out seven hundred in a day, which are duly branded with some high-sounding Spanish name, and sold for an imported article—and yet, we have teachers that smoke and the number of pupils that follow their example is rapidly increasing.

**IMMIGRATION.**—The immigration last year was unprecedentedly large. The official report shows that 327,371 aliens landed at New York, being the largest number ever recorded there. Of the total, 104,264 were from Germany, 66,399 from Ireland, 33,768 from England, 35,217 from Sweden, 11,190 from Italy, 9,625 from Scotland, and so on down from a dozen other countries. In regard to destination, 137,561 remained in New York, while 112,119 went to the West.

ADDITIONAL investigations have been made relative to the proposed canal from the Mediterranean to the deserts of Tunis and Algeria, the latter to be thus converted into navigable seas. According to Roudaire and other eminent authorities, the great objection which has been urged against the project, namely, that the evaporation in such a latitude would be so rapid that the sea must soon become saturated with salt, and ultimately merely a bed of that substance, appears not to be well founded. On the contrary, the contemplated plan, it is claimed, will insure the establishment of an interior sea 250 miles long and nearly one thousand miles in circumference.

FROM an estimate, it would appear that about forty millions of books are used daily by our school-girls and boys.

Write to Mrs. Lydia E. Pinkham, No. 233 Western Avenue, Lynn, Mass., for pamphlets relative to the curative properties of her Vegetable compound in all female complaints.

The October *Musical Herald* contains two piano pieces, "La March" by Suppe, and "Pleasures of May" by Paul Hüller; also an anthem for four voices by S. S. Wesley, and a song by Louis C. Elson, one of the editors.

PROF. (in Intellectual Philosophy): "Mr. H—, if I were to say that snow is not black, what would you infer?" Mr. H—: "I should infer that snow is black."

F. W. Helmick of Cincinnati has just issued "Never go back on a traveling man," a commercial ballad by Charlie Baker.



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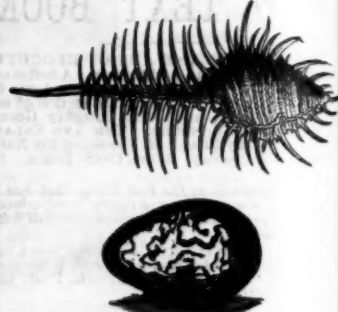
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OUR EASTERN AGENCY.—The SCHOOL JOURNAL and all of our publications can be obtained of Mr. Willard Small, No. 14 Bromfield St., Boston. He will receive subscriptions for the SCHOOL JOURNAL, TEACHERS' INSTITUTE, and SCHOLAR'S COMPANION, and act as general agent for our publications.

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New York, November 12, 1881.

In a letter of inquiry for a master, Dr. Arnold writes: "What I want is a man who is a Christian and gentleman, an active man, and one who has common sense and understands boys. I do not so much care about scholarship, as he will have immediately under him the lowest forms in the school; but yet, on second thought, I do care about it very much, because his pupils may be in the highest forms, and besides, I think that even the elements are best taught by a man who has thorough knowledge of the matter. However, if one must give way, I prefer activity of mind and an INTEREST IN HIS WORK to high scholarship, for the one may be acquired far more easily than the other.

GRANTED that the teacher has the information necessary, must he not serve an apprenticeship to the art of teaching, must he not

be taught to teach? In Germany, this has long ago been considered almost to a truism. The mere possession of knowledge does not necessarily enable one to teach. Having knowledge and imparting knowledge are by no means synonymous. There is an art of teaching, partly natural and partly acquired, that distinguishes the well-trained professional teacher from the amateur or the perfunctory pedagogue. This art of teaching is founded on fixed laws; it is not something that varies day by day as many suppose; nor is it so easily learned. It requires pains, thought and practice. The teacher should carefully watch the operation of the most skillful teacher he can find, he must besides read and study on the subject.

THE Board of Apportionment of this city for the year 1880 made appropriation (exclusive of the money for street-cleaning) as follows:

For Police Department,	\$3,459,917
Police Courts and General Sessions,	350,000
Charities and Correction,	1,618,680
Total,	\$5,428,597

Assuming that 75 per cent. of these expenditures were occasioned directly or indirectly by strong drink, we have as one item of the liquor cost in this city, \$4,072,247.75. This is but a portion of the cost occasioned by intoxicating liquors. The New York Tribune estimates the direct annual outlet by consumers for the liquors themselves at \$40,000,000. Enormous, indeed, in the aggregate, is the drink waste!

THE Tonic Sol-Fa system is simply the easiest way to learn music. In England this system is in extensive use. The Key to it is that the staff is dismissed; the notes are indicated by the initial letter of each; the time by periods, colons, commas and dashes. It can be mastered by pupils in a few lessons. Children who can read can learn this system; so that very young pupils sing new songs with ease.

It should be employed in every school, and thus the delightful art of music could be within reach of all. It is really the natural system. There is no reason why a person who wishes to learn to sing should be obliged to learn about the staff, the signature, the clef, ledger lines, flats and sharps, transposition, accidentals, etc. To understand these is needful by the ordinary system, because that system is very complex. At the time it was invented it was the best that could be done. The Tonic Sol-Fa system indicates the tone and its length by signs already known. It solves the difficult problem of teaching music in an easy and rapid way.

WE must aim at reaching the mind, heart, and will of each scholar. We must come down to the platform of each, and draw him out. Education, it cannot be reiterated too often, means drawing out, not pouring in. We are not satisfied unless all our scholars are interested, and also show their interest by asking questions, stating difficulties,

and volunteering information or facts that have come under their own observation. Instead of snubbing them, and calling their questions foolish, because you are unable to answer them, do the best you can; if need be, confess your ignorance and at all times have patience, knowing how slowly the truth dawned on your own mind. When we teach what we have proved in our own experience to be true, we cannot help speaking with authority and with modesty. Such teaching is its own reward. We ourselves profit by it, for we grow in clearness and fullness of apprehension; and our scholars look up to us not merely as instructors but as fathers. Do you say that this method of teaching is difficult? Try it. You will find it not nearly so difficult as you think. It is the true method.—S. S. Times.

THE interest the college professor feels in education cannot be very great judging from "his works." He turns out to give a lecture if he cannot avoid it, but he puts in no appearance at the Teachers' Institutes, or the County or State Associations. The exceptions to this statement are very, very few. Profs. North and Mears of Hamilton College have been notable exceptions.

Why is this? There is no conundrum, but what some one will try to reply to. It is hard to say that men who occupy elevated educational positions feels no interest in education itself; but the truth must be told. They want students, and so want the preparatory schools to succeed; but to feel an interest in the whole field is entirely beyond them. These men may hear classes recite, and help fit a few to graduate, but they do not know how great the common school interests are. They deprecated allowing a young man to go out with a diploma unless he had Latin and Greek, but finding they they must do that or not have graduates, they gave way.

We advise the college professor to come down from his pedestal, brush away the cobwebs, try to understand the work of our common schools, and to feel an interest in the teaching of primary schools even. Let them think of the words used by a heathen orator and that made the theatre ring with applause. *Heomani nihil a mealienum puto.*

THE pupil is laying up in his memory the acts not only of his teacher, but the very tones of his voice. "Rugby scholars," says Dean Stanley, "will at once recall these little traits which, however minute in themselves, will to suggest a lively image of Dr. Arnold's whole manner. They will remember the glance with which he looked round in the few moments of silence before the lesson began, and which seemed to speak his sense of his own position and of theirs also; the attitude in which he stood turning over the pages of a lexicon, with his eyes fixed upon the boy who paused to give an answer; the well-known changes of his voice and manner, so faithfully representing the feeling within. They will recollect the pleased look and



cheerful "thank you," which follow upon a successful answer of translation; the fall of his countenance with its deepening severity, the stern elevation of the eyebrows, the sudden "sit down," which followed upon the reverse; the courtesy and almost deference to the boys, as to his equals in society, so long as there was nothing to disturb the friendliness of their relation; the startling earnestness with which he would check in a moment the slightest approach to levity or impertinence; the confidence with which he addressed them in his half-yearly exhortation." Thus we see that photographs are being taken each and every day; now one of the moral purpose, now of the affections and finally the teacher becomes comprehended and if he be a man of power he will be followed.

#### A FEW CASES.

That very little beside a certain amount of book knowledge is required of those who are permitted to enter the school-room may be easily shown. Last summer a young man applied at the Custom House for a position and was subjected to an examination. Having graduated at a high school about one month previous, he was quite fresh on the subjects on which he was examined.

"You ought to be a teacher" said the examiner.

A young man in this city studied medicine; graduated, put up his sign, but did not get practice. He began to think about getting a place in the public schools. He was successful; he could not earn his board as a doctor but he was paid \$800 at once as a teacher.

For a vacancy in a public school two men applied, one of skill; experience learning; the other with the requisite amount of learning. The latter was appointed.

In a country place the salary had been \$600. One of the Trustees informed the teacher that a certain young man would take the place at \$400, hinting that the teacher had better offer to take the place at the same price.

"But he has had no experience in teaching." "No, but he will have in a short time. He can afford to work cheap for he has nothing to do at present."

The teacher not caring to lose one third of his salary, gave up his place to the man who could afford to work cheap the was appointed.

Two young ladies, daughters of a clergyman, were by their father's death obliged to support themselves. Friends of the family said, "they must be got into the public schools." And this was done, though one protested that, "she would rather scrub floors than teach in a public school."

The entire public conscience and judgment are demoralized as to the real object of the school. Ostensibly the "schools are for the children," but reader, you can see a twinkle in the eye of the person who utters that saying, he don't mean it.

**ROYAL MUMMIES.**—In the cliffs at Thebes, Egypt, a chamber was found in which thirty-nine mummies were hidden. The inscriptions on them have been read by Bruch, the director of the museum, and he finds that most of them were mummies of kings, queens, and princes. When a person died in Egypt the body was embalmed and then wrapped in linen-cloth; this was pasted together and then put in a coffin made of stone. On these, inscriptions, telling the name and rank of the person, were placed.

For the SCHOOL JOURNAL.

#### THE TEACHER'S DREAM.

By A PENNSYLVANIA SCHOOL TEACHER.

I was the thirteenth applicant for a subordinate position in a village school, and from the fact that a dozen had preceded me, I was treated with great indifference. I was told each had a friend or relative to assist them. That night I was, in my dream, in a village whose every appearance gave evidence of the reign of order and culture. I came before the school board, but how marked the change! Competency, not political favoritism, elected the directors. Though I was the fifty-first applicant who had presented himself to that school board for its choice, I was treated with the same courtesy, my testimonials examined with the same care, and as much consideration was awarded my learning and experience as to those of the first applicant. They did not promise me their votes, nor even intimate that they would assist me, though our religion and politics were the same; for, being well versed in school law, they quoted to themselves, "Family, political, or church influence should never be permitted to swerve a director from the line of duty in the election of teachers." To their merit, I left that place with the full confidence that perfect justice would be done me.

While waiting I walked around the town. The school buildings and grounds were such as to show that the directors took care for the pupils' health and happiness. The salary of each teacher was graded according to his experience and efficiency, and was ample to allow each to spend his vacations at some notable summer school, where he might better prepare himself for the duties of the following year; for each considered teaching as his life business, and that it was his duty to better himself at every opportunity.

That school, when it opened in the fall with a corps of the ablest teachers in the country, was really an imposing sight. They were a well-organized army, ready to do battle with superstition, ignorance, and immorality. The principal was a man with broad views, and incited his pupils with a love for knowledge by showing them the beauties of the universe, and the perfect harmony and order in all of God's creation. He considered it far beneath the dignity of his calling to promise his scholars rewards of brass medals, should they graduate, or even his assistance in obtaining a position as teacher in the school.

But who can describe my disappointment when, on awaking, my vision was found to be but a dream; still it was so pleasing and attractive that I felt encouraged to work the harder to bring about such a state of things.

#### ORGANIZE LITERARY SOCIETIES.

There is no better means within the reach of the young or old teacher, to improve himself, and at the same time be of genuine service to his community, than the Literary Society.

As soon as he becomes acquainted with five or ten suitable persons, the teacher should call a meeting and propose the formation of a literary club. At this meeting the matter should be canvassed, different views obtained and such steps taken toward organization as the result of the aforesaid interchange of views seem to warrant.

It will be generally better to make one author the special study of the society, and with this in view, each member should obtain a copy of the work to be studied. If it is Shakespearian, let the club be called "The Shakespearian Club," if Longfellow, "The Longfellow Club."

The study of Shakespeare is now made very easy; separate copies of each play can be had at three cents a copy. If it should be determined to make Shakespeare the theme, it will be well to read the following plays first: "As You Like It," "Merchant of Venice," "Julius Caesar" and "Hamlet." These will be enough to occupy a winter.

The society should meet once a week. The main portion of the evening, say one hour, should be given to the play. It is not necessary to assign the characters, but let each one read in turn the part

next in the text. The teacher should possess a Hudson Shakespeare, or a Rolfe, which will supply all the explanatory notes and comments necessary. Perfect freedom in the discussion of a passage should be encouraged. The teacher should not affect wisdom in the matter; on the other hand he should continually raise questions as if to satisfy himself, with regard to the import or connection. It will pay well to examine these grammatical constructions, the mastery of which is necessary to the understanding of the passage.

After the reading is finished, some one should be called upon to tell the story of the play as far as it has been read. It will be well to appoint some one to do this, also, at the opening exercises of the next meeting, preparatory to continuing the reading. When the play is finished, let some one tell the whole story, his comrades criticising informally. The president of the meeting should not be too formal; especially if he be the teacher, should not let himself pass into the formalities of a recitation. On the other hand, let criticism, humor and comment flow freely.

After the time to be devoted to the reading of the play is consumed, miscellaneous exercises may be engaged in. These may consist of readings or declamations, essays, music, debate, apples, nuts, games, etc., etc. The evening should always close with an agreeable sociable.

In organizing, President, Secretary and Executive committee of three, including President and Secretary, should be elected. The President should expect to assume the responsibility of keeping things going and together. At the opening of such meeting, the President should call to order and request the reading of the minutes of the last meeting, just as in any regular society. This will in every case bring the work of the society past and future, before it in a manner sufficiently formal to give all the appearance of order and method.

It should be understood that every one must try to do his part, without excuses or delays. Especially should the officers be chosen from those who are known to be faithful and reliable.

Will the teachers let us exhort them to effort in this direction during the coming winter? Decide early what author you will take and provide yourself with books that are fuller than the cheap editions. You can make yourself, not an ostentatious manager, but a quiet, modest worker for good in your neighborhood. It is not necessary to give the good people the impression they are a benighted set to whom you have come as a missionary; on the other hand, your whole attitude is of one who implies that some literary taste and culture exists in the neighborhood of which you desire to be a part. —Normal Teacher.

**NEW COLUMBIA.**—The hitherto inaccessible land known as Wrangell Land was "occupied" and claimed for the United States, August 12th, by Capt. Hooper, of the U. S. Revenue steamer Corwin. In a letter to the Chief of the Revenue Marine Bureau, Captain Hooper says:

"We took possession, planted the American flag, and now we want to give it a new name, as I believe we are entitled to do. Wrangell never saw the land, and after trying for three successive years to get a sight of it, refers to it as the 'problematical land of the north.' Kellet, after whom it is called on the English charts, only dimly saw what he supposed was a small island, and which he called Plover Island. That is where we landed, at the mouth of a good sized river on the east end, which now appears on our chart as Clark River."

The new land is crossed by the meridian of 180° from Greenwich, the shore surveyed lying three or four degrees to the eastward of that meridian. Its southern point is about 71° north latitude.

**OZONE.**—Put a few sticks of clean phosphorus in a basin of water, half cover them with fresh cold water (soft), and put a closed bell jar or inverted glass vessel (clean) of any kind over all, so as to confine the air above the phosphorus. In the course of an hour the air thus confined will be found charged with ozone.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## FOR THE PRIMARY CLASS.

## FOR MEMORIZING.

Monday's child is fair of face,  
Tuesday's child is full of grace,  
Wednesday's child is full of woe,  
And Thursday's child has far to go;  
Friday's child is loving and giving,  
And Saturday's child works hard for its living;  
But the child that is born on the Sabbath day  
Is blithe and bonny, good and gay.

Twinkle, twinkle, little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky.

There is a child, a boy or girl—  
I'm sorry it is true—  
Who doesn't mind when spoken to:  
Is it you? It can't be you!

I know a child, a boy or girl—  
I'm loth to say I do—  
Who struck a little playmate child:  
I hope that wasn't you!

I know a child, a boy or girl—  
I hope that such are few—  
Who told a lie; yes told a lie!  
It cannot be 'twas you!

There is a boy, I know a boy—  
I cannot love him though—  
Who robs the little birdie's nest:  
That bad boy can't be you!

A girl there is, a girl I know—  
And I could love her too,  
But that she is so proud and vain:  
That surely isn't you!

Some little folks are apt to say,  
When asked their task to touch,  
"I'll put it off at least to-day;  
It cannot matter much."

Time is always on the wing—  
You cannot stop its flight;  
Then do at once your little tasks,  
You'll happier be at night.

But little duties still put off,  
Will end in "Never done;"  
And, "By-and-by is time enough,"  
Has ruined many a one,

Guard, my child, thy tongue,  
That it speak no wrong;  
Let no evil word pass o'er it,  
Set the watch of truth before it,  
That it do no wrong—  
Guard, my child, thy tongue.

Guard, my child, thine eyes;  
Prying is not wise;  
Let them look on what is right,  
From all evil turn their sight;  
Prying is not wise—  
Guard, my child, thine eyes.

Guard, my child, thine ear—  
Wicked words will sear;  
Let no evil words come in  
That may cause the soul to sin;  
Wicked words will sear—  
Guard, my child, thine ear.

Ear, and eye, and tongue  
Guard while thou art young.  
For, alas! these busy three  
Can unruly members be;  
Guard while thou art young,  
Ears, and eyes, and tongue.

## GEOGRAPHY.

(To implant the idea that the earth is round.)

T. From what position can we see the greatest distance around us, from the ground or the house-top? C. From the house-top. T. In observing a ship at sea, coming into land, what part of the ship do we see first? C. The sails. T. What part do we see next? C. The hull. T. These things show that the surface of the earth is a curved surface; as it is curved in every place it must be a round body. Men lived at one time who thought the earth was flat, and that by traveling on and on they would at

last come to a great chasm—a big jumping-off place. But by observing closely we know that the earth is round, and if we sail on continually we will finally arrive at our starting-place.

(To implant the idea of the surface of the earth the teacher holds an orange before the class.)

T. What is the shape of this orange? C. The orange is round. T. So is the earth round, like this orange. (Touching the surface.) What part of the orange am I touching? C. The outside part. T. (Thrusting a pin into the orange.) What part of the orange does the point of the pin touch? C. The inside part. T. Yes; now the earth is shaped just like this orange. It also has an outside part and an inside part. But we call the outside part the surface of the earth. What do we call the outside part? C. The surface of the earth. T. What part of the earth do we live upon? C. The outside part. T. What name did I give you for the outside part of the earth? C. Surface.

(To implant the idea of the division of the earth into land and water.)

T. If we travel a short distance from New York City we shall arrive at the sea-shore, and look upon the sea. What is the sea? C. A great sheet or body of water. T. What other bodies of water are there? C. Rivers and lakes. T. Yes; now you can understand that the surface of the earth is composed of land and water, but there is three times as much water as land. We say that there is one-fourth land and three-fourths water.

(To develop some ideas of the ocean.)

T. When we go to the sea-shore, what is the large body of water called upon which we look, and in which we bathe? C. The ocean. T. What little girl has bathed in the surf? Mary, did the water get into your mouth? How did it taste? (Mary answers salty.) T. Yes; the water of the ocean is salt. What is the color of the water? C. Blue, green. T. Sometimes blue, and sometimes green; and the ocean is so wide that ships may sail upon it for weeks and months without seeing land. What animals live in the ocean? C. Whales, sharks, blue-fish, mackerel, etc. T. Which is the largest fish? C. The whale. T. What do we obtain from the whale? C. Oil and whale-bone. T. Why do ships sail across the ocean? C. To carry people from country to country. T. And not only people but grain, and fruit, and articles of manufacture. We send across the ocean flour, and rice, and tobacco; and when they come back they bring us coffee, and sugar, and oranges, and silk, and sometimes gold and silver.

## LESSONS IN READING.

The words must be taught to the pupils so they can be recognized at sight. This is too often neglected. Let the teacher stand at the blackboard and write the new words on the board, and practice the pupils in pronouncing them; then question lively and pointedly. Suppose the first new word is "John." What is it the name of? Do you know any one who has this name? Who, here, has this name? Why does this commence with a large (capital) letter? Tell them names of boys, girls, men and women commence always with a capital letter (don't say proper names begin with a capital, for they would not understand it). How many letters in this word? Spell it in concert. J-o-h-n! Which letter is silent? Suppose the next word is "goes." How many letters in this word? What does it mean? How does one go? Who goes? Do you go? Spell it. G-o-e-s! Which letter is silent? etc., etc. After the words are all recognized then open the books.

2. Have the pupils look at the sentence and tell what it is about. For example: "John goes early to school in the morning." Who is talked about? What does he do? Where does he go? What for? When does he go? What is meant by early? How many syllables in the first word? Next? Next? Next? Next? Next? Next? Who can read it without making a mistake? Mary may read it. (She reads.) Then begin on the next sentence. It will be apparent that the teacher must be on the alert and incite to active well-doing. This method covers the three things, of recognizing the

words, pronouncing them without stammering or hesitation, and that they know the meaning of the words and of the sentences. This is, of course, the whole ground.

## CAUTIONS.

1. See that they know the meaning of the words of the lesson before they begin to read.
2. Pay particular attention that they know the meaning of the thoughts expressed.
3. Have the pupils state the thought in their own words.
4. Require them to look at a sentence and tell you what it is about.
5. Require pupils to read in natural, conversational tones, never allowing them to use the unnatural tones so often heard in school-rooms.
6. Remember that the conversational tone is the basis of good reading.
7. Attend carefully to articulation. To secure this practice on the elementary sounds; put "B" before all the vocal elements, then "D," etc.
8. Let the class close their books and listen while some one reads, and then request another to tell the substance of what has been read. Have them also point out mistakes and make suggestions for improvement.
9. Do not go through the book too rapidly. Keep the children at a piece until they are very familiar with the words. The better they know the words, the better they can read.
10. Be sure that the children appreciate what they read. It needs a refined taste to read well; and the reading class presents a good opportunity to cultivate the taste.
11. Have the pupils stand erect, with the book in the left hand, the right hand hanging at the side, the feet in a proper position, etc.
12. Permit no lounging, or leaning on the desk or against the wall, or standing in any awkward or ungraceful attitude. Lastly be sure the pupils are invigorated by the reading lesson. It is the most important exercise of the day for a good teacher.

For the SCHOOL JOURNAL.

## NEW YORK CITY SCHOOLS.

THE SCHOOL AND KINDERGARTEN OF THE SOCIETY FOR ETHICAL CULTURE, CORNER OF BROADWAY AND 45TH STREET.

The ordinary dwelling-house occupied by this society of which Professor Adler is the head, gathers within its walls some two hundred children. Of its aims, Professor Adler says: "Our school reaches many children that the public schools do not reach; they come from cellars and garrets and are wretchedly poor. Many of them we supply with clothing, and all get a warm lunch at noon. We have a kindergarten and an advanced school. In the former, the usual Kindergarten work is done; but I believe the work in the higher classes is wholly unlike any thing that has ever been attempted in the city. There we combine manual with mental labor, yet we do not call the school an industrial school. Our aim is to spiritualize labor, to make work the medium through which the mind may be raised to higher realms of thought. The idea is to educate heads and hands together. For instance, we give the children carpenters' tools, sharp knives and paste-board. They cut geometrical figures out of the paste-board, and thus embody their ideas of form. They also model in clay—the cost of which is trifling. Mr. Warner, one of our best sculptors, and Mr. Hunt, an excellent modeller, give them instruction. We believe that no one who has not the art spirit can teach art. Our children acquire not only dexterity of hand, but exactness of thought. We also aim to give the parents an active interest in the school, by bringing about monthly meetings between them and teachers, at which meetings methods are discussed and suggestions offered. We intend to try experiments in our school, which cannot well be tried in the public schools; and if successful we shall make them known, and endeavor to secure their introduction elsewhere."

## GEOGRAPHY.

In the advanced school, numbering about 25 boys and girls, an introductory lesson in geography was in progress. They first learn all about the city, then proceed to the county, then the state, and then the United States.

Questions like these are appended:

Who can tell where Broadway crosses 7th avenue? At 47th street. What is the next avenue it

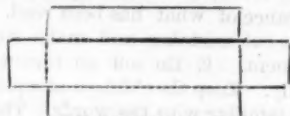


crosses going down? 6th avenue at 32d street. Is there a park there? Yes, sir; Madison Square Park. What is the next avenue it crosses? 4th avenue at 17th street. What square is there? Union Square. How many have seen Union Square at night? How is it lit? By electric lights. Does Broadway cross any more avenues? No, sir. Let us follow Broadway down—we come to a park what is its name? City Hall Park. Where does City Hall Park begin? At Chambers street.

In numbers, the four operations of addition, subtraction, multiplication and division are taught at the same time, taking small numbers first and then large numbers.

#### CUTTING GEOMETRICAL FIGURES.

Another class stood at long board tables, and were supplied with carpenters' squares, rulers, sharp knives and pencils. In the previous lesson they had cut paste-board in this shape.



They now drew their knives along the dotted lines, and bent up the extended oblongs, constructing a box. When part of the class had finished, the teacher, Mr. Bamberger, said, "I need nine boxes, two and one-half feet long, one and one-half feet wide and two inches high. Nine children will make them. You may each take a sheet of paste-board and then give your attention to the diagram which I shall draw on the board." A diagram was drawn on the board resembling the one already given. "I need thirty-six boxes to go inside the large boxes. The small boxes are to be one and six-eighths inches square; what shall be the length of the first side? One and six-eighths inches. Of the second side? One and six-eighths inches. Of the third and fourth sides? One and six-eighths inches. What must the corners of the square be? Right angles. How will you obtain the right angle? By using the (carpenters') square.

#### CLASS IN CUTTING CLAY.—FIRST LESSON.

The children stood at long board tables, each at his own section. They were supplied with clay, ruler, square, knife, compass and chisel. Make a square of two inches. This the children did and indented the outline with the knife. This drawing had been previously made on the slate and paper, and was to be outlined in the clay to-day. Do not cut the square out, only outline it. Now, find the centre. How do you find the centre of a square? By drawing diagonals. The center is where the diagonals cross each other. Take compasses. Draw a circle within the square. How will you do it? One leg of the compass we place in the center, and then draw the circle. Now, stop work! Show the length of an inch on your fingers. The length of two inches? A half of an inch. By actual measurement it was found that the children were rarely more than an eighth of an inch wrong—so exact does their training make them.

During the lesson several hands were raised—May I help somebody? Have you finished your own work? Yes, sir. Then you may help some one else. "We encourage the pupils to be kind and helpful, said the teacher. "And furthermore, children often learn more readily from children than from grown people."

#### EXERCISES IN THE KINDERGARTEN CLASS.

The children stood in a circle with the teacher in the centre. In time to the music they followed her in the several motions:

1. Hands extended, fingers opened and closed.
2. Hands lifted high above the head, then extended in front and rubbed together.
3. Hands clapped three times. Hands at side.
4. Right foot gently stamped twice; left foot stamped twice.
5. Hands at side; feet moved at an angle and back four times.
6. Raising and lowering on toes four times.
7. Swung arms back and forth four times.
8. Shrugged shoulders twice.
9. Hands on hips. Elbows moved back and forth four times.

10. Hands revolved over each other ten times.
11. Heads turned from side to side twice.
12. All sang a song about the farmer, and made the motions to show the way he scatters the seed, cuts the wheat, etc.

#### ENGLISH LITERATURE.

##### THE PERIOD OF MODERN LIFE—1789-1881.

During this period, that the mind—emancipated, by the French revolution, from the fetters of a false classicism—has developed itself in obedience to its natural tendencies, in many and widely different directions. German influence has been extensively felt; but rather as re-enforcing the German side of the English nature than as creating a distinctively German period in English literature. The age has been characterized by marked literary activity; but is, on the whole, critical rather than creative. The most striking features of the period are:

1. The rise of the romantic school of English poetry—which we classify as the poetry of thought, the poetry of feeling, and the poetry of action.
  2. The excessive development of periodical literature.
  3. The development of new schools of fiction—e. g., the historical romance, the novel with a purpose, and the psychological novel—in addition to the story of adventure (the modern juvenile) and the society novel, which had been previously developed.
  4. The development of new schools of mental and physical science.
  5. The degree of attention paid to historical studies.
  6. The literary prominence attained by woman.
- The prominent authors of the period, with the departments in which they have attained distinction, are indicated below:

##### POETRY.

1. *Of Thought*.—Wordsworth, Coleridge, Shelley, Tennyson, Browning, Mrs. Browning.
2. *Of Feeling*.—Burns, Cowper, Byron, Keats, Moore, Keble, Owen Meredith, Jean Ingelow, Swinburne.
3. *Of Action*.—Scott, Southey, Campbell, Macaulay, Wm. Morris.

##### FICTION.

ESSAYS AND CRITICISMS.—Lord Jeffrey, Sidney Smith, Christopher North, John Foster, Sir James Mackintosh, Carlyle, De Quincey, Macaulay, Walter Savage Landor, A. W. and J. C. Hare, Harriet Martineau, John Ruskin, Philip Gilbert Hamerton, Matthew Arnold, Sir Arthur Helps, Mrs. Jameson, Prof. Seeley, John Morely, Henry Morely, Leslie Stephen.

HUMOR.—Charles Lamb, Thomas Hood, Douglas Jerrold, Mark Lemon (*London Punch*).

HISTORY.—Milman, Arnold, Lingard, Hallam, Macaulay, Grote, Buckle, Froude, Dean Stanley, Freeman, Mill, Prof. Stubbs, Green.

BIOGRAPHY.—Southey (Nelson), Moore (Byron), Lockhart (Scott), Carlyle (Cromwell), Agnes Strickland (Queens of England), Lady Holland (Sidney Smith), Mrs. Oliphant (Edward Irving), Stanley (Arnold), Smiles (Stephenson) David Masson (Milton), Theo. Martin (The Prince Consort).

##### ORATORY.

1. *Secular*.—Grattan, Curran, Erskine, Brougham, Macaulay, Cobden, John Bright, Gladstone, Disraeli.

2. *Sacred*.—Thomas Chalmers, Robert Hall, Edward Irving, Thomas Guthrie, F. W. Robertson, Charles H. Spurgeon, Alexander MacLaren.

THEOLOGY.—Dr. Pusey, John Henry Newman, F. W. Newman, Henry Rogers, Dean Mansel, F. D. Maurice, J. B. Mozley.

BIBLICAL LITERATURE.—Tregelles, Dean Alford, Angus, Abp. Trench, Conybeare and Howson, Bp. Ellicott, Perowne, F. W. Farrar.

##### SCIENCE.

1. *Mental*.—Dugald Stewart, Coleridge, Ab. Whately, Sir Wm. Hamilton, James Mill, Alex. Bain, Herbert Spencer, G. H. Lewes, John Sterling, James Ferrier, W. Stanley Jevons, W. E. H. Lecky.

2. *Physical*.—Sir David Brewster, Dr. Wm. Whewell, Sir John Herschel, Sir Humphry Davy, Sir Charles Lyell, Hugh Miller, Mrs. Somerville, Michael Faraday, Huxley, Darwin, Tyndall, Sir Wm. Thomson.

3. *Political*.—Bentham, J. Stuart Mill, Austin, Cairnes, Maine, Bagehot, Fawcett.

4. *Ethnologic and Linguistic*.—Wilkinson, Latham, Garnett, Prichard, Max Mueller, Sir John Lubbock, Edw. B. Tylor.

TRAVEL AND ADVENTURE.—Darwin, Layard, Rawlinson, Livingstone, Sir Samuel Baker, Burton.

Scott, 1771-1832—"Ivanhoe," H. R.  
Jane Austen-1775-1817—"Pride and Prejudice," S. N.

Bulwer-1805-1873—"The Caxtons," S. N.; "Rienzi," H. R.

Disraeli-1805-1881—"Vivian Gray," S. N.  
Thackeray-1811-1863—"The Newcomes," S. N.; "Henry Esmond," H. R.

Dickens-1812-1870—"David Copperfield," S. N.; "Tales of two Cities," H. R.; "Martin Chuzzlewit," N. P.

Charles Reade-1814—"Put yourself in his Place," N. P.; "Griffith Gaunt," P. F.

Anthony Trollope-1815—"Framley Parsonage," S. N.

Charlotte Bronte-1816-1855—"Jane Eyre," S. N.; Do., P. F.

Charles Kingsley-1819-1875—"Westward Ho!" H. R.; "Alton-Locke," N. P.; "Hypatia," P. F.

George Elliot-1820-1881—"Adam Bede," S. N.; "Romola," H. S.; "Daniel Deronda," N. P.; "Middlemarch," P. F.

Wilkie Collins-1821—"Basil," S. N.; "Antonina," H. R.; "Man and Wife," N. P.

Thomas Hughes-1823—"Tom Brown at Rugby," S. N.

George MacDonald-1825—"David Elginbrod," S. N.; "St. George & St. Michael," H. R.

Miss Muloch-1826-1826—"John Halifax," S. N.  
William Black-1841—"A Princess of Thule," S. N.

B. L. Farjeon—"Blade o' Grass," S. N.  
[S. N. (Society Novel); H. R. (Historical Romance); N. P. (Novel with a Purpose); P. F. (Psychological Fiction).]

#### MANAGEMENT.

The "signal system" is used in the best schools in the city. By this means the teacher not only saves her voice, but secures prompt and uniform obedience. Slates are cleaned before the class assembles, and a pile containing enough to supply every pupil in the row is placed at the end of every row, on desk or floor. To distribute the slates the following signals are given:

One. The pupil at the end of the row takes the slates into his lap.

Two. The slates are passed from hand to hand until all the pupils are supplied.

Three. Each pupil places his slate in position in his left arm, and holds his pencil in the right hand. When the teacher wishes writing to cease, she says: One. The wrists are crossed over the slates.

In reading a number of books are placed at the end of each row. The teacher says:

One. The end pupil takes the readers into his lap.

Two. The readers are passed from hand to hand until every pupil is supplied.

Three. The readers are held in position.

Four. The readers are opened to the page of the lesson.

Five. Every eye upon the book.

These number-signals may serve as orders to stand and sit, to write and stop writing. If the class be properly trained the teacher need rarely supplement a number-signal by the worded order. All talk may be avoided by tapping a bell or desk.

Small service is true service while it lasts:  
Of friends, however humble, scorn not one:  
The daisy, by the shadow that it casts,  
Protects the lingering dew drop from the sun  
—WORDSWORTH.



For the SCHOOL JOURNAL.

## STORY-WRITING.

Composition is the bug-bear of the children, not without cause. When Jo is told to write upon the subject, "A conversation among Themosticles, Aristides and Pericles, on the Proposed Appropriation of the Funds of the Confederacy of Delos, for the Ornamentation of Athens," no wonder she groans in spirit, wishes that schools were at the bottom of the sea, or, at least, that she had the management of school affairs for a short time. With what a glorious feeling she would abolish from the curriculum all composition! And woe to the luckless wight who would dare to suggest its reinstatement! Alas! poor Jo! thou hast not the power to do this thing; but we hope that wiser teachers of an advanced and wiser age will pursue a course which will make composition pleasant.

A teacher of experience says, "Let us call it story-writing, for story-writing is a word which every child understands, and composition is not. I would have my reading lesson first, and have every member of the class read a paragraph; then order all books to be put away, slates to be distributed, and the subject of the lesson made the subject of the story to be written by the children. Suppose our reading lesson is,

## "GUY'S RABBITS."

I have a little nephew, named Guy, who lives all the year round in the fresh, quiet, happy country. He has a pony of his own, a dog, and some pet rabbits, of which he is very fond. The last time I went to stay at Guy's home, I had not been in the house half an hour before he took me to look at his rabbits—pretty, little, long-haired creatures; 'Himalaya' rabbits they were called, he said. They were very tame, and had been accustomed to run about the house, but they did so much mischief to the furniture that at last Guy's mother made him keep them in a hutch, in the stable-yard.

One morning Guy appeared at breakfast with a very sad face. He told us that one of his rabbits—his little pet, his favorite among them all, whom he called 'Beauty,' had escaped from the hutch. She was searched for everywhere in the house, in the stables, in the garden, but the day passed and she had not been found.

The next day I was going out for a drive, with Guy's mamma, and thought I would put on my best bonnet, which was in a bonnet-box that had been placed under the dressing-table. Looking at the box, I was surprised to find the lid lying on the ground by the side of it; and when I drew the box out what do you think I saw? Inside my lovely bonnet I saw a fluffy white mass, which, on looking closer, I found to be Mrs. Beauty herself, with three little ones, about a day old. Guy was delighted, but I was not quite so pleased: I thought of my best bonnet.

The books having been put away, and every member of the class being ready to write, I would put upon the board these leading questions:

What is the name of my little nephew? Where does he live? Now write all you can about the country, about Guy's pets, and what happened to his favorite rabbit. What was her name? Where did they search for her? Where was she found? How did Guy feel when she was found?

From these questions the children will construct a story, with no assistance from me. When all have ceased writing I call upon one member of the class to read her story aloud. I make the class decide whether the expressions sound well or not. Suppose the word "ain't" crops out in the story. I say to the class, "there is no such a word as 'ain't,' what does it mean?" C. "Is not." I do not forget to glance over the slate and note all errors in spelling and the use of capitals; nor do I forget to examine all slates during recess, and give credit to the pupils who have made fewest mistakes.

A FARMER calling at the Treasury Office in Washington to invest in government bonds, the clerk asked what denomination he wanted. "Well," said he, after reflecting a minute, "I'm a Presbyterian, and I'll take some of that sort; but to please the old woman, you may give me a right smart lot of the Hardshell Baptist kind."

## PROGRAMS.

We print below a program devised by Supt. R. C. Story, of Cowley County, Kan. Mr. Story sends it to his teachers and asks to have it improved if possible. So we do. Is it not yet possible to divide the time better, and to give better employment? We think so. Let every reader think on this subject and give their views. Don't be afraid. That means if you have used a certain program solely because it was the custom, don't be afraid to throw it overboard. What shall the child do in the school-room?

## FORENOON.

BEGIN.	CLOSES.	TIME.	CLASS EXERCISE.
9.00	9.05	5	Opening Ex. rises.
9.05	9.15	10	1. Reading.
9.15	9.25	10	2. "
9.25	9.40	15	3. "
9.40	9.55	15	4. Arithmetic.
9.55	10.15	20	5. "
10.15	10.30	15	3. "
10.30	10.45	15	Recess.
10.45	11.00	15	4. Arithmetic.
11.00	11.10	10	All, General Lesson.
11.10	11.25	15	5. Language.
11.25	11.35	10	3. "
11.35	11.50	15	4. "
11.50	12.00	10	5. Reading.

## AFTERNOON.

BEGIN.	CLOSES.	TIME.	CLASS EXERCISE.
1.00	1.05	5	Opening Exercises.
1.05	1.15	10	1. Reading.
1.15	1.25	10	2. "
1.25	1.35	10	3. "
1.35	1.50	15	4. Geography.
1.50	2.05	15	5. "
2.05	2.15	10	All, General Lesson.
2.15	2.25	10	3. Geography.
2.25	2.40	15	All Writing.
2.40	2.55	15	Recess.
2.55	3.10	15	1 & 2 Spelling.
3.10	3.20	10	All, General Lesson.
3.20	3.30	10	3. Spelling.
3.30	3.40	10	4 & 5 Do.
3.40	3.55	15	5. Physiology.
3.55	4.00	5	General Exercises.

For the SCHOOL JOURNAL.

## MOTHER GOOSE.

## A DIALOGUE.

BY MINNIE WOODLE.

CHARACTERS: (Showman—The Little Old Woman who Lived Under a Hill—Little Tom Tucker—Mary, quite contrary—Old King Cole—Little Jack Horner—Simple Simon and the Pieman—Little Bo-Peep—Tom, the Piper's Son.

(The Showman should have a wand in his hand; a little girl in bonnet and long dress will represent the little old woman under the hill; little Tom Tucker must have a huge loaf of bread in one hand, and knife in the other; Mary, quite contrary, a chain of bells around her neck; King Cole will lounge in a chair with long pipe in his mouth; Jack Horner will sit in a corner with a plate on his knees, from which he picks out plums; Simple Simon has a long pinafore; the Pieman, with a board-table suspended by a strap from his throat, on which are tin plates holding imaginary pies; Bo-Peep will have a crook; Tom, the Piper's Son, will have a stick representing a fife. Have all dressed as oddly and quaintly as possible. Have a curtain if possible. Let a bell be rung when it is to be raised.)

Showman.—(in a loud and pompous voice) "Ladies and gentlemen, you have long been acquainted, I believe, with the characters of Mother Goose. Ahem! To-day I shall have the great pleasure, ahem! of introducing these famous people to your immediate notice. All the little boys and girls in the world, I believe, about bedtime hear about them. Here they are. Look well at them. They are in a great hurry, but have consented to spare you a part of their much-occupied time for your enjoyment. Ladies and gentlemen, ahem! permit me to ask you to maintain perfect silence during the performance." (Points to the Little Old Woman.) "I have the honor of introducing to you the Little Old Woman who lived under a Hill."

Little Woman.—(coming forward and bowing to the audience.) "Yes! I'm the old woman that lives under the hill,

And if I'm not gone I live there still;  
Down under a hill where the stars never shine,  
And it's cold and damp and dark as a mine.  
Nothing but sneezing and rheumatism,  
And all for the want of a catechism.  
Oh dear! oh dear! what would I not give  
To be able out in the air to live!" (Bows and retires.)

Showman.—(pointing), "This is the renowned Tom Tucker."

Tom Tucker.—(stepping forward and bowing),  
"I'm little Tom Tucker, who sings for his supper,  
Has nothing to eat but dry bread and butter;  
Oh never, oh never, be kept in in school!  
Oh never, oh never, break any good rule!  
For that's what I did, and that is the reason  
I sing for my supper in good and ill season."

(Bows and retires.)  
Showman.—"I do not know as I can induce Mary, quite contrary, to speak to you. However, I will try. Ahem! Mary, you need not speak to the audience."

Mary.—(hastily), "Yes, I shall speak to—  
My garden is a bed of weeds;  
I've been contrary so long, so long,  
That every single lovely flower  
Has faded away and gone." (Bows and retires.)

Showman.—"This gentleman is his majesty, Old King Cole, whose subjects we all are. (Bows to him.)

King Cole.—(nods his head merrily to the audience),  
"My lassie and laddie, let's dance and be merry,  
The mooly cow's wending her way o'er the green,  
The stars are all twinkling, the red sun is blinking,  
The fairies are dancing the flowers between. (Rises.)

One, two, three!

Away with me!

We'll visit the man in the moon;

We'll take bread and butter,

And make a big clutter,

And ride in the air on a broom."

(Bows, whirls and skips away.)

Showman.—"Jacky Horner is the one who admires Christmas pudding."

Jack Horner.—"Aye, aye, I'd like to have a big plum pudding,  
Filled with plums right through and through,  
And so would you (points) and you (points).  
I wish every tree would grow a plum!  
I wish the Christmas pudding were done!  
I do! I do!" (Bows, puts a plum in his mouth and retires.)

Showman.—"Simple Simon and the Pieman, please come forward."

Pieman.—"Good pies to sell, tart pies to sell!  
They're made by my mother, who makes them well,  
Apple and peach and cocoa-nut,  
Pumpkin, pear and plum;  
A pie for a penny, a pie for a penny,  
And two for a hot cross-bun!"  
Simon.—(Speaking to the Pieman), "Oh my good man, oh my good man!  
Give me a pie as fast as you can!  
I haven't a penny, indeed I've not any,  
I forgot it at home in the pan.  
What! will you not trust me?  
Alas! and lack-a-day!  
I'll have to go hungry,  
Or go home straightway."

Showman.—"Little Bo-Peep."

Bo-Peep.—"Little cool breeze, have you seen my sheep?  
Who am I? I'm Bo-Peep!  
Little blades of grass, have my lambs trod on you?  
Have they bathed their feet in the morning dew?  
Have they wandered through the forest wild?  
Have they breathed the air of the valley mild?  
Have they been on the hills? have they been near the brook?

I'm little Bo-Peep! I must look and look."

(Bows and walks away.)

Showman.—"Tom, the Piper's Son!"

Tom.—(skips forward), "No school for me, the fresh air free,

A mossy seat under a shady tree;

And I'll pipe, pipe, pipe,

Till the cherries ripe

Begin to dance to my tune.

Fiddle-dee, fiddle-dee,

Under the shady tree,

Till doggy and piggy,

And little ear-wiggy

Will join in the dance with glee."

(Dances away.)

Showman.—"Ladies and gentlemen: I thank you for listening to this curious band; curious, is it? I should think so. Why, every child has heard of them for the past five hundred years, and yet they didn't seem so old. But now good-night. (Bows and retires.)



## FOR DECLAMATION.

## GARFIELD.

General Garfield succeeded through his own industry, pluck and goodness of character. Such a boyhood as that of Garfield's is a possibility to all youths. He would do anything that was honorable to get on in the world. He knew enough not to be mean. Many think that poverty is a barrier to progress. The lives of Lincoln and Garfield prove that it is not. Garfield was true on the tow-path, and because he was true he rose. He rose because he had a great mind; not by plotting and scheming, but because he weighed more intellectually than other men. Garfield was not fed with a golden spoon. It is because he worked on in the face of obstacles that the world holds up his life as a noble example. He held on when others would have let go. As time passes, the life of our lamented President will be more and more idealized. His brow is wreathed with laurels because he fought the battle as a true soldier. To the youth his words are; "Husband your time; read books that will do you good and sciences that will lift you up." Many a boy who could have gone to college has turned aside because he could not deny himself. If we would share in Garfield's glory and wear a crown like his, the work must be done by diligence, by self-sacrifice, and by consecration to noble endeavors.

## AMERICAN LABORERS.

Who was he that disarmed the Thunderer; wrested from his grasp the bolts of Jove; calmed the troubled ocean; became the central sun of the philosophical system of his age, shedding his brightness and effulgence on the whole civilized world; whom the great and mighty of the earth delighted to honor; who participated in the achievement of your independence, prominently assisted in molding our free institutions, and the beneficial effects of whose wisdom will be felt to the last moment of recorded time? Who, I ask was he? A Northern laborer—a Yankee tallow-chandler's son—a printer's runaway boy!

And who was he that in the days of our revolution, led forth an army of Northern laborers—and aided the chivalry of South Carolina in defense against British aggression, drove the spoilers from their firesides, and redeemed their fair fields from foreign invaders? Who was he? A Northern laborer, a Rhode Island blacksmith—the gallant General Green—who left his hammer and his forge, and went forth conquering and to conquer in the battle for independence!

Our country is full of the achievements of Northern laborers! Where are Concord and Lexington, and Princeton, and Trenton, and Saratoga and Bunker Hill? And what has shed an imperishable renown on the names of these hallowed spots, but the blood and the struggles, the high daring and patriotism, and sublime courage of Northern laborers? The whole North is an everlasting monument of the freedom, virtue, intelligence, and indomitable independence of Northern laborers!

The fortitude of the men of the North, under intense suffering for liberty's sake, has been almost god-like! History has recorded it. Who comprised that gallant army, without food, without pay, shelterless, shoeless, penniless, and almost naked, in that dreadful winter—the midnight of our revolution—whose wanderings could be traced by their blood-tracks in the snow; whom no arts could seduce, no appeal lead astray, no suffering disaffect; but who, true to their country and its holy cause, continued to fight the good fight of liberty, until it finally triumphed? Who were these men? Why, Northern laborers! Who were Roger Sherman and —. But it is idle to enumerate. To name the Northern laborers who have distinguished themselves, and illustrated the history of their country, would require days of the time of this house. Nor is it necessary. Posterity will do them justice. Their deeds have been recorded in characters of fire.

SUPPOSING all the great points of Atheism were formed into a kind of a creed, I would fain ask whether it would not require an infinitely greater measure of faith than any set of articles which they so violently oppose.—ADDISON.

## THINGS TO TELL THE SCHOLARS.

**PANAMA.**—A great French engineer is now employed in cutting a canal through the Isthmus of Panama. The same engineer distinguished himself by cutting a canal through another isthmus. Who can tell me its name? The Isthmus of Panama is in the tropical zone, where it is intensely warm the year round; and the men who are cutting the canal run great risk of death from taking the Panama fever; so that hospitals have been erected for the immediate reception of the sick, and medical aid is at hand.

**SAN FRANCISCO.**—In the city of San Francisco, on the western side of this continent, there are cars which run without the aid of horses and without the aid of steam. These are called cable-cars. There is a long slit in the street directly under the cars. In this slit, under the street an endless cable runs continually. The engineer, standing in the dummy or forward car, grapples this cable by means of a lever, and the car is carried swiftly forward by the running cable. When he wants to stop the car, he ungrapples the lever from the cable.

San Francisco is a hilly city. And right at the top of these steep hills are the finest residences in the city, the mansions of the railroad kings, so called. They have no snow in San Francisco; it rains only during the winter months.

**THE STARS.**—The stars are situated at immense distances from the earth, millions and millions of miles! Some of them are thousands of times as large as our sun, and it takes years for their light to reach us. This will be understood better when it is remembered that if one of these stars were to be thrust out of existence to-night we would not know it until several years had elapsed. These stars are great suns; they look like mere points of light because they are so far away.

**BRAIN WEIGHT.**—The weight of a woman's brain in Slavonic races is greater than that of a man's. Among the Germanic peoples the brain weight of the sexes is equal, and in the Latin nations the brain of the man is heavier than that of the woman.—*Pall Mall Budget*.

**WHOLE.**—This word down to the sixteenth century was spelled "hole." In Wickliff's Bible, one of the earliest books, and as far down as Spenser, there is no "w" at the beginning. The prefixing of the "w" hides its relation to the verb "to heal," with which it is closely allied. The "whole" man is he whose hurt is healed; the word is also closely allied to "hale." It is curious that the pronunciation has however never been affected. It would be worth while to ascertain what writer first used this corruption. And again, why not return to the old spelling?

**ARTIFICIAL INDIGO.**—In 1869 the annual import of madder into England was over five million dollars. That year a German chemist discovered the means of artificially manufacturing madder, or, as it is now called, alizarin. The consequence is that madder is no longer raised, and the 400,000 acres of land that had been given to its cultivation are devoted to other crops. A few months ago a mode of manufacturing indigo chemically was discovered. It is not a complete success just yet, as it is quite expensive; but the chemists who have it in charge promise that in a few weeks they will be able to turn out cheap chemical indigo. When this is done, another agricultural crop, which gives employment to thousands of persons and which was really the cause of the French colonization of Louisiana, will be abandoned.

**STRANGE SHOWERS.**—The *Journal of Chemistry* says of the substances that fall from the sky:—M. Pelties states that he once saw a fall of small toads in France. They fell upon his hat and his hands, and the ground about him was covered with them. Several trustworthy observers in France, India, and other lands have seen showers of small fish descend from the sky. Some fifteen or more years ago, great numbers of small sticklebacks fell in South Wales, sprinkling the earth and the roofs over an area of several square miles. They were alive when they fell, though they must have been conveyed through the air a distance of at least thirty miles, as there was no place nearer than that from which they could have come. In the Isle of Mull, on the coast of Scotland, within the memory of the present

generation, herring were once found plentifully strewn over a hill more than a quarter of a mile from the sea and a hundred feet above it.

These fishy showers are most frequent in tropical regions, where violent whirlwinds are common. In India, fishes weighing from a pound to three pounds each have been known to fall, sometimes still alive, but oftener dead. They are always of such species are found in the neighboring waters; and it cannot be doubted that they have been carried up into the air by whirlwinds. In 1835, the water of a small pond in France was entirely drawn off by a whirlwind. In the pond were a great many fish, which must have gone up with the water, to come down again with it. In 1833, near Naples, a whirlwind passed over an orange-grove, carrying up a good deal of fruit in its rapidly rotating current; and some minutes afterwards the people at a considerable distance from the spot were astonished by a shower of oranges on their housetops. These are only a few out of many curious and well-authenticated instances of the kind.

**FOR CUTS AND BRUISES.**—One of the most convenient remedies, usually to be found in every kitchen, and which has proved of great value in hundreds of cases of cuts, scratches, bruises and injuries inflicted by tearing the flesh on blunt instruments, rusted nails and the like, is made by dissolving bicarbonate of soda or potash in strong cider vinegar, and applying it during the effervescence, or soon after.

**ITALIAN ANTARCTIC EXPEDITION.**—The Italian expedition for the exploration of the Antarctic seas was to leave Genoa on the 3d of October for Buenos Ayres. Lieutenant Bove, who had been appointed commander, had completed all his preparations, and some of the professors who are to take charge of the different branches of work are at present residing in South America. The results of this expedition will be looked for with much interest, for although we know something of the Arctic regions, the Antarctic are at present comparatively unexplored, the only regular visitors being a few whaling and seal-hunting vessels from the Atlantic ports of the United States.

**LIQUID CARBONIC ACID IN COMMERCE.**—They manufacture liquid carbonic acid gas, and sell it in cylinders, tested to 100 atmospheres (1500 pounds to square inch), of a capacity of about ten liters, 36 cents per liter. At present the railroad authorities are deliberating whether it would be safe for them to carry such packages. If so, it will not be long before the liquid acid will be used in the soda-water trade.

**AMERICAN CARS IN ENGLAND.**—John Bull has obstinately resisted the introduction of our form of railway cars, baggage checks and the like; but the Pullman cars have been used for some time by the Midland Railway Company, which seems to be the most progressive of the great English Railway corporations, and a few of these cars have been put, as an experiment upon other lines. The London papers now state that since the recent tragedy on the Brighton railway "the demands made upon the Pullman car accommodation have been so great as to be in excess of what is at present at the disposal of the company. The directors have consequently decided to run a train each way every day to be composed entirely of Pullman cars." It is stated also that the Midland Company have decided to place a dining-room car on all their express trains between London, Liverpool and Manchester. If this thing goes on, railway travel in England will soon become comparatively endurable to the Yankee tourist.

SCIENCE and art may invent splendid modes of illuminating the apartments of the opulent; but these are all poor and worthless compared with the light which the sun sends into our windows, which he pours freely, impartially, over hill and valley, which kindles daily the eastern and western sky; and so the common lights of reason and conscience and love are of more worth and dignity than the rare endowments which give celebrity to the few.—DR. CHANNING.



## EDUCATIONAL NOTES

## NEW YORK CITY.

**TEACHERS' ASSOCIATION.**—The October reception was held at Steinway Hall Oct. 29th. The house was well filled although the evening was stormy. The music and the elocutionary exercises were well received. Miss Settie Blume, though a somewhat diminutive young lady, has evidently studied the art of elocution very patiently and thoroughly. It was a mistake, we think, that she should read three pieces in succession. She seems to be most at home in the humorous. Miss Howe has a fine voice, and sang with unusual skill. Mrs. Knox is always a favorite with the public. Mr. Orlandini has a robust and well-trained voice. Mr. Tyler made a successful debut after his four years' study abroad. Mr. Boyle was ably seconded by Professors Olney and Bernhart.

## ELSEWHERE.

**PENNSYLVANIA.**—The nineteenth annual teachers' institute of Berks Co. convened in Reading Oct. 24th, to remain in session five days. The president of the Institute, Co. Supt. Keck, spared no pains to make the week's program as pleasant and at the same time as instructive as possible. Teachers are allowed the time to attend by their respective boards, and the fact should not be lost sight of that this is not to be a holiday for them but a time to acquire new ideas of school government and the imparting of instruction, which they may carry home with them, and apply in their own school-rooms with good effect. The vice-presidents are S. A. Baer and D. B. Brunner. The executive committee, selected from among the teachers, are John A. Stewart, Nora C. Moyer, Lizzie C. Snyder, M. A. Gruber and Howard Yocom; secretaries, I. Z. Deck and Wesley K. Loose; the ticket agents, A. A. Stamm and John S. Yocom. There is considerable feeling among the teachers of Reading who are not allowed the privilege this year of attending the Institute. The Reading school board passed a resolution requiring the city schools to be kept open during this week, and that action compels the city teachers to be absent.

**PA.**—Franklin Co. has 367 scholars, and at the Institute held in Oct., 312 persons were enrolled. There must be a live man as Supt., we think. If this does not cause such animation what is it?

## FOREIGN.

**SCOTLAND.**—The report of attendance for 1880 is as follows: Day pupils, 470,581; night do., 14,809. Number of teachers with certificates, 5,330; pupil teachers, 4,582. Average salary of a teacher is, of masters, about \$890; of mistresses, \$850. Of 3,184 masters, about 60 per cent had been trained two years, 12 per cent for one year, in fact only 21 per cent were untrained; of 2,196 mistresses 69 per cent had been trained two years; 6 per cent one year; in fact 247 only are untrained. The cost of teaching a child in the public schools is about \$10, in the voluntary schools about \$9. The department awarded two pensions of \$125, one of \$100 and gratuities of \$700. (There are at present 270 teachers to whom pensions have been granted, two have \$150 per year; one hundred \$125; 150 have \$100.)

**ENGLAND.**—Sept. 16th the executive committee of the National Union of Elementary Teachers held a meeting. The expenditures from June 25th to that date were about \$1,250. They pay a permanent secretary about \$80 per month. The special committee appointed to consider the revision of the Course of Study for the public schools (they call it code) make valuable suggestions: (1) That greater freedom of teaching be given to the teachers, both as to methods and classification. (2) That while the individual and mechanical results should be secured, the higher educational work, the general tone and the methods and organization should be more considered.

In 1860 there were only nine schools of science and 500 students. Now there are about five thousand classes in different branches of science, and 59,000 students getting the benefit of science teaching. With regard to the art schools there has been an enormous development. Last year there were 169,000 paintings and drawings examined by the art examiners in London from different parts of the country, and the number of persons, including children, receiving instruction in art in 1880 was 837,308. In 1857 there were only 43,212 receiving such instruction.

The number of pupils on register is 3,895,824. In 1880 ten years had passed since the act relating to public education was passed. In that time the number of pupils increased nearly two millions.

The Free Education League have issued a statement of their objects in accordance with the resolution passed at the recent meeting held at the Westminster Palace Hotel under the presidency of Dr. Cameron, M.P. The immediate aim is stated to be the abolition of fees in Board schools, with an ultimate view to the total abolition of fees in connection with national education. Attention is called to the case of France, which country, profiting by the experience of the United States and several European States, has this year for the first time established free education in all her primary schools. It is pointed out that, notwithstanding these instructive examples, the tendency of our education department has been to raise the scale of school fees. The movement is supported by an influential list of members of Parliament, and others interested or actively engaged in the work of education.

## LETTERS.

(From a professor in a State Normal School.)

I have been a subscriber to your journal for some years, and the longer I take it the better I like it. Indeed, of all the educational journals I have taken and now take, American, Canadian, and English, none is more valuable to the majority of teachers than yours. You may think that if my opinion of your journal is so high, I should speak a good word for you when an opportunity is afforded. To this my reply would be, that I do so on all suitable occasions. You have received at least fifty subscribers through my recommendation; and if I could do it, you should have a hundred times as many more. You are doing a good work; keep on in it, and if possible do yet better.

Your strictures on the unfitness of the large body of so-called teachers, to do intelligent school-work, are too severe. I should rather say they are not severe enough. Teaching is a business that must be learned and understood before it can be successfully practiced, and he who undertakes to learn by experimenting upon innocent children, should be subject to both fine and imprisonment. It would be within the limits of sober truth to say, that three fourths of all the so-called teaching done in this country—from the college or university through the normal school, seminary, and academy, down to the humblest district schools—is the most shameful quackery. Either sectarian or political rings select the professors, commissioners, superintendents, and teachers. Professional qualifications are scarcely ever thought of. In no other calling would such lamentable recklessness be tolerated.

What is most surprising is, that much of the teaching, if so it may be called, in many of their normal schools, is of the same ignorant character. A person who does not know the difference between a college or academy and a normal or professional school, is surely not qualified to train teachers.

Bring a graduate of a college and a professor in a normal school. I speak of what I know. N. W.

(This is an encouraging letter. It shows the seed we have sown has sprung up and borne fruit. We have been charged with being unfriendly to teachers; this writer shows our criticisms are directed to the system. Here are the facts. (1) That persons with no educational qualifications are set to do educational work. (2) That politicians seeing this state of things have made the schools roosting places for their favorites. (3) That the Normal Schools have also greatly suffered—men who know nothing of the business of teaching the science and art of education have been put into Normal Schools.

This gentleman sees the real state of the case as plainly as we do, and is willing to speak out though he does not wish his name used. Have our readers any idea how many see the farce that is being played? Farce? It is more like a tragedy. Look at this matter, friends, and consider what you can do. Will meeting and discussing be of service? Undoubtedly. Will speaking out be of service? Undoubtedly. "But we shall lose our places," you say. Well, some one must speak, and we shall continue to do so though, there will be many who dislike it.—EDITOR.)

I send you a list of names for the INSTITUTE, 37 in number. Canvassing being a new business, I wasted both time and force. I could do better if I had the work to do over again. I have induced several teachers to introduce the SCHOLAR'S COMPANION as "Supplementary Reading" in the schools. I will work this matter up further. F.

Your publications are far ahead of any I have ever seen. You will revolutionize the educational machinery if you only go on. I must thank you for the live

editorials and also the decidedly moral and Christian tone. I shall try and write something. G. H. B.

(That is right; take hold of this work with us; there are signs of an upheaval. Schools for the children and proper persons to teach them.—EDITOR.)

We send to you for three copies of FIRST TEACHING, two copies of SCHOLAR'S COMPANION, one of SCHOOL MANAGEMENT, for our "Teachers Table," at the price you name, and thank you for your kindness. We hope to order still more. We have 15 or 16 educational works but yours please the most. J.

I take, read and appreciate the SCHOOL JOURNAL, I venture a few lines entitled "Teaching" for its columns. If you deem them worth printing I am content, if not I am happy in being able to swell the contents of your waste basket. I am a teacher, therefore truly your friend. C. W. C.

(An admirable article. Such articles will swell no waste-basket of ours. Such careful portrayals of real teaching, pointing out the distinctions between teaching and lesson hearing are very valuable. Write often friend C.—EDITOR.)

## NEW YORK CITY.

**ORATORIO SOCIETY.**—Rubinstein's "Tower of Babel," has been put on the program of the Oratorio Society's first public rehearsal and concert at Steinway Hall, Nov. 25 and 26. The "Israel in Egypt," will be performed later in the season. Signor Campanini will sing in the "Tower of Babel" and the same boys who sang the angels' part at the Music Festival in May will sing the same this time. This performance is anxiously looked forward to by those who failed to hear it at the festival and others who have requested its repetition.

**SYMPHONY CONCERT.**—The first public rehearsal and first concert of the Symphony Society's fourth season came off Nov. 3rd and 5th. Thursday afternoon and Saturday evening. They were both very successful in the program, selected by the conductor, Dr. Damrosch, and its interpretation under his baton, and the large audiences which filled Steinway Hall. Signor Campanini was the soloist, and, as usual, delighted his bearers. On Saturday evening he was presented with a floral horseshoe. The managers of the Symphony Society announce subscription tickets for the remaining five concerts and public rehearsals, the first of which takes place during the first week in December.

**PHILHARMONIC CONCERTS.**—The first public rehearsal and concert of this Society will be given at the Academy of Music Nov. 11th and 12th, to be followed each month until May with others. Mr. Thomas has arranged a very attractive program to open his season and Joseffy is engaged for the third concert.

**PIANO RECITALS.**—Miss Copleston has not been idle during the summer, as the programs she has marked out for her three recitals show. She will be assisted by Miss Schell at the first, Mr. Arnold at the second, and Miss Winant at the last.

**READINGS.**—On the evening of November 4th, Mrs. Webb, assisted by Miss Markstein on the piano, Miss Kate Parks, in singing, and Mr. Louis R. Dressler as accompanist, gave a delightful entertainment at Chickering Hall. Mrs. Webb read "How he saved St. Michaels," by Mary P. Stausburg; "Archie Dean," by Gail Hamilton; "Parhassius and the Captive," by N. P. Willis; "Mary Queen of Scots," George Bungay's; "Creeds of the Bells," a scene from the Hunchback, and "Josiah Allen's Wife at Stewart's Store." Any one who has heard Mrs. Webb in any of these, know what a pleasure the audience received from hearing the other six which displayed Mrs. Webb's ability in tragedy as well as comedy. Miss Parks was recalled after successfully playing Liszt's arrangement of Ernani, and gave Moskowski's "Serenata;" Miss Parks sang Abt's "Embarrassment," as an encore and later on a cavatina of her own composition.

ON Tuesday, Oct. 25th, was unveiled in Union Square the magnificent fountain presented to the city through the liberality of Mr. D. Willis James. The model is from the hand of Adolf Donndorf, professor of sculpture at Stuttgart; the casting executed by the well-known Brunswick house of G. Howaldt; and the granite Swedish. The fountain is elaborate and elegant in design and unsurpassed by any similar monument in New York city. Upon a plain granite platform rises an octagonal bronze pedestal, at four sides of which the water issues from the mouths of colossal lions' heads of bronze. Upon this pedestal is elevated the bronze group which forms the chief ornament to the work—a female figure, considerably larger than life size, bringing her picher to a well for water. She holds one child on her arm and leads another at her side. The principal figure is of remarkably graceful conception and execution, and the minor details of the structure most harmonious and effective. The cost was \$40,000.



## EDUCATIONAL MISCELLANY.

## A SUCCESSFUL TEACHER.

One of the most successful teachers in America began his work as principal of a day school in a rough Western town. He found that his pupils, on leaving school, usually spent the rest of the day on the streets or on the wharves watching the boats come up the Mississippi. As far as knowledge of their text-books went, they were quick and clever enough, but in knowledge of the world outside, its business, history, or the relations of men to men, they were absolutely ignorant, beyond the vulgarity and profanity which they learned.

Now, Prof. J—, was not obliged to teach them anything beyond their text-books. The majority of teachers are satisfied to stop thus, but he was an enthusiast in his work, and apt to feel a keen interest and an almost tender reverence for every young mind which was brought to him to develop. He proposed to his boys to form four clubs or societies, which should be quite separate from the school and untrammelled by any rules or supervision of the teachers. The clubs were for the purpose of literary and political discussion, the collection of coins, stamps, curiosities, etc. Every boy there felt a certain responsibility in maintaining the character and dignity of the association.

Prof. J— gave the clubs the use of the classroom, and was ready to advise them when his aid was sought, but he never was present at their meetings except on invitation. He invented a system of paper currency, (having value only in the school), and then established a bank, of which the officers were changed each month. Every boy in the school was given a certain sum, and became a depositor. A post-office was then started with branch offices in each club. The boys entered eagerly into these schemes, regarding them as play; but the business was as accurately managed as in real post-offices or banks; the paper currency was accepted in the clubs and office.

Before the year was over the boys were made practically familiar with the meaning of discount, checks, bills, drafts, money-orders, interest, etc.; in short, the whole machinery of the postal and banking systems, while in their clubs they discussed the live questions of the day, with the conceit and crudeness of growing minds, no doubt, but the minds were growing.—*Youth's Companion*.

## A COMPARISON.

The table below shows the school population for the year 1878, together with the sum expended by each of them for public-school purposes:

Western States.	School Popul'n.	Amt. expended for Public Schools.
Ohio, . . . . .	1,027,248	\$7,995,125
Indiana, . . . . .	699,153	4,651,911
Illinois, . . . . .	1,002,421	7,526,109
Michigan, . . . . .	476,806	3,116,519
Iowa, . . . . .	575,474	4,692,538
Wisconsin, . . . . .	478,692	2,117,535
Minnesota, . . . . .	271,428	1,494,685
Missouri, . . . . .	688,248	2,406,133
Kansas, . . . . .	266,575	1,541,417
Nebraska, . . . . .	104,030	750,520
<b>Total,</b> . . . . .	<b>5,590,075</b>	<b>\$36,292,402</b>
<b>Southern States.</b>		
Maryland, . . . . .	276,120	\$1,593,290
Virginia, . . . . .	482,701	963,895
West Virginia, . . . . .	209,532	687,275
North Carolina, . . . . .	422,380	324,287
South Carolina, . . . . .	228,128	319,030
Georgia, . . . . .	433,444	411,453
Alabama, . . . . .	370,245	358,697
Kentucky, . . . . .	512,808	1,130,000
Tennessee, . . . . .	448,917	794,232
Arkansas, . . . . .	216,475	148,393
Mississippi, . . . . .	346,613	592,805
Louisiana, . . . . .	274,406	558,231
Florida, . . . . .	72,985	134,880
Texas, . . . . .	194,353	747,534
<b>Total,</b> . . . . .	<b>4,490,107</b>	<b>\$8,763,972</b>

According to this table, in 1878, the single State of Illinois paid more for the support of common schools than all these fourteen Southern States together, Maryland alone excepted. Nebraska, the very youngest of the Western States, a stripling of twenty-five summers, with the savages still raiding across her borders, paid more than North and South Carolina together. Yet these States produced in 1879 wheat, corn and oats valued at \$32,000,000, cotton to the value of \$25,600,000, tobacco, hay and potatoes worth more than three millions, and live stock valued at thirty millions; or a total of ninety million dollars, against agricultural products of Nebraska worth only twenty-nine millions and farm animals worth as much more, or a total of fifty-four millions. Nebraska produced little else than this, whereas North and South Carolina had, added to the above ninety million dollars, large quantities of garden and orchard products, a valuable crop of ground-nuts, immense fields of rice, and lumber, pitch, turpentine and other forest products, to the value of several millions, to say nothing of the yield of their mines, their rich beds of phosphates, their fisheries, their various manufactures, and foreign commerce.

Georgia is the "empire State" of all that part of the Union below Mason and Dixon's line; in 1879 she produced 248,352,000 pounds of cotton, valued at \$24,835,200; wheat, corn, oats, hay and potatoes worth twenty-four millions; her farm animals were valued at twenty-eight millions. She has twenty-two million acres of valuable timber, and mines and quarries of untold value. Her cotton factories and other manufacturing establishments, including twenty iron furnaces capable of turning out one hundred thousand tons of pig-iron per annum, employ millions of capital. She has double the number of miles of railroad of any other Southern State, and her domestic and foreign commerce runs far into the millions. In the year of 1878 this magnificent commonwealth expended only \$411,453 for the support of common schools, or less than the nineteenth part of the amount expended for the same purpose by the State of Ohio.—*Inter Ocean*.

EVOLUTION.—Professor Winchell says: "At this moment the well-nigh unanimous verdict of the scientific world sustains the doctrine of evolution. This verdict is one of the criteria of truth. Repudiation of it is a hazard which only rashness and ignorance will incur. To stake all religious belief on such repudiation is to throw all of a man's spiritual interests upon the hazard of a die. As I understand it, the recognition of a method of evolution in nature's operations does not involve consequences deleterious to a spiritual faith, but is a means, on the contrary, for approaching into closer relations with the immaterial forces of the divine government of the world. We must first establish a clear conception of evolution. Multitudes of men imagine evolution and Darwinism to be synonymous terms, if they do not even believe them synonymous with materialism, as is so often charged. I conceive the evolution which I discover in nature to be the progressive differentiation of an identical existence. It proceeds from the more general to the more special, from the homogeneous to the heterogeneous. It means that new forms of existence are only older existences transformed, and not new beginnings of existence. Every department of the cosmos has had a history, and every present is the outcome of a past. It takes no cognizance of special originations, but only of the history which follows. Evolution, I say, knows nothing of creation. This is not because it contravenes creation, but simply because creation is an event which does not come within its purview. Evolution is the name of a mode of continuance, not of a mode of beginning. It can neither affirm nor deny any mode of origin."

## TOO TRUE.

"The foundation of a useful life is a good character, industry and intelligence, with good health. It is bad to have children immured in buildings more or less overcrowded and generally ill-ventilated; and to be obliged to study at home to keep up with their classes, and thus necessitating more indoor life. So the child grows up, its physique formed to a sedentary life in crowded class-rooms, with heavy nerve pressure. As a result, there is a marked tendency on the part of Americans toward seden-

tary pursuits and city life, no matter how poorly paid. General Armstrong, of the Hampton College, in Virginia, says that he could not find a single American born blacksmith in the State of Connecticut, although the wages of the trade were at the time exceptionally high. A commercial house in Baltimore advertised for a boy, salary \$250 per annum, and received three hundred and sixty-nine replies, some of them from persons of evident culture. One frequently hears of the arrest of some vagrant, who knows Latin and Greek, or Hebrew, but one rarely hears of a carpenter, or bricklayer, or shoemaker as being arrested. The criminals are almost all without a trade.

"Indirectly, perhaps it may, but none the less is it true that children at school learn to avoid manual labor, and this is a very bad result, for the bulk of them must live by work. They come out with a disinclination to manual and farm labor, created by too much indoor life and too much mental strain. Again, they come out with a rote education and know practically nothing of the subjects which they have studied. When these young people come out of our schools to go into the battle of life they come out innocent of any knowledge which will either make them happy, useful, or even enable them to earn their daily bread. They know nothing of the principles of a successful life. Their real education has all to be commenced; tastes and ideas of life must be *unlearned*.—ABBOT KINNEY.

## TRADITIONS OF THE DELUGE.

The traditions of the Deluge among the various nations of the world are a study very interesting and very suggestive. The tradition which corresponds most closely to the Biblical account is the Chaldean, or Babylonian. This account is substantially as follows: The deity Kronos appeared to Xisurthrus, tenth king of Babylon, in a vision and warned him of a coming flood which should destroy all mankind. He then commanded him to build a vessel, and to enter it with his friends and relations; to put on board food and drink, together with animals and quadrupeds. Whereupon Xisurthrus built a large vessel, and embarked with his wife, children and personal friends. After the flood had in time abated somewhat, he sent forth some birds from the vessel, which, not finding food, or place whereon to rest, returned thither. After an interval of several days he sent them out a second time and they returned to the ship with mud on their feet; a third time he sent them and they did not return; hence he judged the earth visible above the waters. Opening the vessel, he found it stranded upon a certain mountain.

The Indian or Hindu tradition is: One morning as Mann was making the customary oblations, he discovered a fish in the water, which spoke to him, saying, "Protect me, and I will be thy savior." "Savior from what?" he replied. "A deluge will ere long destroy all living creatures, but I can save thee from it." Mann gave it his protection. Ere long it grew to be quite a large fish, and one day said to him, "In such a year will come the deluge: build a ship and when the deluge comes embark on the vessel thou hast built, and I will save thee." Mann built the ship, and when the flood came went on board. The fish, now of enormous size, appeared in the waters of the flood, and Mann, passing the cable of his vessel around the fish's horn, was transferred across the Northern Mountain. Here, by command of the fish, Mann lashed the vessel to a tree, where it was left when the waters subsided. That northern mountain to this day bears the name of "Ship-binding." The deluge swept away all living creatures; Mann alone survived it. The horned fish proved to be Brahma, the Hindu god, and by him Mann, after the flood, was permitted to create the new race of mankind.

Another tradition is that of the Chinese. According to this account, Tuh-he, the reputed founder of Chinese civilization escaping from the waters of a deluge, reappears as the first man, at the production of a renovated world. He is also said to have been attended by wife, three sons and three daughters. Gutzlaff, the Asiatic explorer, says, in a paper



on Buddhism, that he saw in one of the Buddhist temples, "in beautiful stucco, the scene where Kwan-yin, the goddess of mercy, looks down from heaven upon the lonely Noah in his ark, amidst the raging waves of the deluge, with the dolphins swimming around as his last means of safety, and the dove with an olive-branch in its beak, flying towards the vessel."

Mr. Cutlin says that "amongst one hundred and twenty different tribes that he has visited in North and South and Central America, not a tribe exists that has not related to him distinct or vague traditions of such a calamity, in which one, or three, or eight persons were saved above the waters on the top of a high mountain."

The tradition of the Mexicans is according to A. Von Humboldt, "The people of Mechoacan preserved a tradition that Coxcox, whom they called Tezpi, embarked in a spacious *acalli* with his wife, his children, several animals and grain. When the Great Spirit, Tezcatlipoca, ordered the waters to withdraw, Tezpi sent out from the bark a vulture, the zopilote, or *vultur aura*. This bird did not return on account of the carcasses with which the earth was strewn. Tezpi sent out other birds, one of which, the humming-bird, alone returned, holding in its beak a branch clad with leaves. Tezpi, seeing that fresh verdure covered the soil, quitted his bark near the mountain of Colhuacan."—W. H. DE HART in *Stoddard's Review*.

It is remarkable with what tolerance the world calmly surveys the present methods of placing children at school under the charge of irresponsible teachers, who are oftentimes reckless as to the effects of the process of hot-house forcing on their delicate brain-powers, and who have no common-sense standard to enable them to discriminate between the intellectual capacities of the pupils under their charge.

When the proper age arrives for the young child to begin his scholastic life, he is supplied with all the paraphernalia supposed to be essential to his future welfare, including the various items from a slate pencil up to a spelling-book, and is then supposed to be fully equipped for all the intellectual cramming which his teacher may inflict upon him. After the first entrance into school-life, dating usually from the transition of the infant from the dresses of babyhood, everything is amiably and confidently entrusted, in the majority of cases, to the teacher. The hygiene of the school-room, the care of the pupil's eyes and brains, his personal health-nurture, studies and training, are wholly abandoned during school-hours to this functionary, without question as to his or her capacity to regulate either the physical or mental equilibrium of the child. In many of the schools, certain daily lessons are given to all the pupils alike, without regard to their varying mental calibres; and those who acquire information tardily, or retain it with difficulty, are frequently punished for their misfortune, almost as severely as if it were an intentional dereliction.

We would suggest that school directors and others interested in the instruction of the young, should not accept mental proficiency as the only characteristic of those who are to have charge of these useful and valuable men and women of the future, in their tenderest period of growth, but should investigate their adaptedness to the task they have assumed—the task of moulding, and developing and perfecting the intellectual and moral capabilities of their pupils. Unfortunately, school directors themselves are not always chosen from the most intelligent classes of the community, and are sometimes incapable, therefore, of appreciating the deeds of the children, or of suggesting the measures likely to improve their mental or physical status. The teachers of private schools are sometimes quite as unappreciative and inconsiderate. Let us have teachers, in both private and public institutions of learning, whose views are not narrowed down to the mere routine of setting and hearing lessons, but who will have some regard to the physiological laws of mental and physical health.—*College and Clinical Record*.

## FOR THE SCHOLARS.

### A CHICKEN HATCHING CAT.

A Brooklyn cat has just hatched out her twenty-first brood of chickens. About two years ago the cat, which is called "Tibby," found a warm resting-place in the nest of a setting hen, when the hen had gone to hunt food and became so fond of it that it refused to surrender it. There was a fight when the hen returned and the cat was the victor, the hen retiring from the contest with one eye scratched out. The cat warmed the eggs every day faithfully, leaving the nest only for a meal and soon hatched out the chickens.

From all of the twenty broods, numbering about fifty chickens, the cat has raised about twenty-one. The maternal care the animal exhibited for the chickens was a constant surprise. She followed with her eyes the movement of every chick, and when it strayed too far she stepped softly after it, picked it up by the back of the neck, and returned it to the company of the others. In her frolics she turned upon her back, took a chicken between her paws and played with it. As soon as one brood of chickens was hatched, she seemed restless until a new nest of eggs was provided for her. At the same time she kept an eye upon her last brood, which she warmed beneath her fur at night in the same nest with the eggs.

The chickens recognized the cat as their mother, and when she left the cage in which she was kept, they ran chirping after her. She defended them against another cat, and especially against a hen. Her grown up chickens Tibby never failed to recognize, and the memory of their feline mother does not seem to desert the pullets. She played with one of her chickens until it was three or four months old, and always seemed to welcome it when it came where she was kept.

In the hatching process she seemed morose until she heard the first peep or felt the first throb of life in the shell. Then she draws the quickened egg to a point in the nest where she can both warm and see it, and if the chick, in picking its way through the shell, needs any assistance, she helps break its covering with her teeth. She has now two chicks a day old and two that are about three weeks old. She hugs them about her in her nest, and if one hops out she steps after it, holds it down with her foot, grasps its neck carefully between her teeth, and carries it back. The cat has been the source of considerable income to its owner, and has been on exhibition.—*Scholar's Companion*.

### THE BOUND BOY.

By D. G. WRIGHT.

"Looks jest like being colder. Tell you what, those pumpkins have got to come in." So said farmer Runkle before breakfast, to Jacob Williams, his "bound boy." Jacob was bound by a paper he had signed, to stay until he was twenty-one and work; Mr. Runkle was to send him to school three months each year, and give him a suit of clothes, a Bible, and one hundred dollars when he was twenty-one years old. Every body said Simon Runkle was a hard master; he made every horse work, and every body in the family work; he never seemed to tire out himself. Often and often Jacob was so tired he could hardly stand; he crept to bed and slept "like a log" from weariness. On this October day they had drawn in load after load of pumpkins and yet the field seemed to have just as many in it. Mr. Runkle shouted to the old horses and laid on his whip; night came on, the stars shone out and still they worked in the pumpkin field. "I declare" said the next neighbor, "there's old Runkle drawing pumpkins, and it is near nine o'clock; he'll kill that boy." All were housed at last; the cows were milked and Jacob was in his bed.

Times were somewhat hard for Jacob; he had no home; he was anxious to be educated, and was allowed to go to school but a few days, instead of three months. But he was a boy of pluck. He stayed out his time and then went to a village a dozen miles away. He began to work for his board and go to the Academy. He soon found friends, (as all will who do their duty and are kind and polite), and after a while was employed to keep accounts at a tannery. In a few years he became the superintendent and was paid a good salary, because he worked faithfully.

One day he drove by the farm where he had been a "bound boy." Everything looked as he left it.—Mr. Runkle had grown old and gray, and walked with a cane. He was surprised to see the young man. "What! Jacob Williams, the boy that worked for me! Well, I always said he would do well, for he was a good boy when he was here."

These were pleasant words and Jacob felt paid. He knew Mr. Runkle meant him no ill, though the work was hard. He had seen since then that it was not hard work that was man's foe. Idleness, profanity, intoxication kill thousands where work slays one. He often said that what he had been taught by the farmer was the making of him.—*Scholar's Companion*.

### JAMES A. GARFIELD.

Since July 2nd the papers have been giving, day after day, long accounts of, first, the shooting of our President, James A. Garfield, then the account of the sickness caused by the bullet, the fluctuations of his pulse, the words he said, all that happened at the White House, what the assassin did, the effect on the country and on the nations—in fact the newspapers have teemed with an event which has only once before been equaled in America.

So much has been said that only a brief outline of his life needs now to be given to our readers. James A. Garfield was born in Orange, Ohio, November 19th, 1831. His father died while he was a boy and at fourteen years of age the son worked at a carpenter's bench. Two years later he worked on a canal boat and was very nearly drowned. Soon after, his education went on more favorably, and at twenty-three he entered Williams College, Mass. After graduating there he went to Hiram College, Ohio, and after teaching a year was made its principal. Here he married Lucretia Rudolph, who taught with him. He was elected to the State Senate and was the youngest member. Three years after and he was colonel of the 42d Ohio regiment, and the following year made major-general at the battle of Chancellorsville. Then he went to Congress at the earnest request of Abraham Lincoln, then President. He was elected to the United States Senate and from there to the Presidency of the United States. Every position that he has held he has honored, and all the battles of life he has fought honorably and successfully—poverty, danger, slander, and temptation in every form.

Never was a man so ennobled as Garfield during the last three months. Never has a nation gone on so peacefully as did America while its Chief Magistrate lay dying. Never has party spirit so utterly died out as it has while the one who had been upheld by the Republican party was fighting for life. Never has such universal sorrow been felt for a man whose name had only eight months been known to the great world.

At half-past ten, September 19th, the murdered President, the brave general, the hard-working man, the tender husband and father, died quietly at Elberon, N. J.—*Scholar's Companion*.

### PRESIDENT ARTHUR.

Chester Allan Arthur was elected in 1880 as Vice President. Probably at no time before July 2, 1881, could he have thought that he would be President have entered his mind. He was born in Fairfield, Vt. Oct. 5, 1830. He will be therefore fifty-one years old; and Gen. Garfield would have been fifty years old Nov. 19.

President Arthur graduated from Union College in 1848, and then taught school and earned \$500. With this money he came to New York, and entered the law office of E. D. Culver. Two years later he was admitted to the bar; noting his ability Mr. Culver took him into partnership. This lasted for a few years and young Arthur then made a partnership with H. D. Gardiner and both members started for the west thinking that a better field for them than a crowded city. But they thought differently when they surveyed the western towns, and returned to New York. They started in business and were successful. A law case that gave him some celebrity was the Lemmon slave case. In 1856, he took up the case of a benevolent colored woman, a superintendent of a Sunday school for colored children, who was ejected from a horse car because some of the passengers objected to her presence on account of her color. Damages to the amount of \$500 was obtained by the woman.

When the war came on he was appointed Quartermaster General for New York State, and performed his duties most efficiently. He then resumed the practice of his profession. In 1871 he was appointed Collector of the Port of New York. President Hayes turned him out of this place for political reasons. This probably led to his nomination for the Vice Presidency last year.

### HORSFORD'S ACID PHOSPHATE

FOR DYSPEPSIA, NERVOUSNESS, ETC.

I have prescribed Horsford's Acid Phosphate and am very much pleased with what I have seen of its action, and purpose using more of it as occasion requires.

A. C. COTTON, M. D.  
Turner, Ill.



## BOOK DEPARTMENT.

## NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

**GARFIELD'S WORDS:** Suggestive passages from the public and private writings of James A. Garfield. Compiled by William Ralston Balch. Boston: Houghton, Mifflin & Co. (Little Classic style.)

This is a memorial volume in more than one sense. It is dedicated to the many thousand men and women whose lives have been made better and nobler by the martyrdom of President Garfield, and the motto is taken from his own words in the house of Representatives in 1868: "A noble life crowned with heroic death, rises above and outlives the pride and pomp and glory of the mightiest empire of the earth." Mr. Balch precedes the selection of Garfield's sayings with a tender and affectionate account of his life, and a portrait occupies the frontispiece. The "words" are classified for easy reference and are on all topics which Gen. Garfield thought about. The reader will come through them to a more intimate knowledge of the greatness of a life that until it was drawing to a close, had not made itself felt outside the direct circle of friends and acquaintances. In every detail this little volume is perfect and the thoughtful care of the compiler in issuing it so soon will be better appreciated as it is better known.

**GERALDINE:** a souvenir of the St. Lawrence. Boston: James R. Osgood & Co.

Although Dr. Holland was so successful with his stories in verse, "Bitter-Sweet," "Kathrina," "Geraldine" was not at first attributed to him. The secret was well-kept, and if his death had not occurred at the time it did, no one yet (outside of the publishers) would have known it. As the work of J. G. Holland "Geraldine" will find favor every where. As a narrative poem it will please every lover of Meredith's "Lucille;" as an anonymous work it had already attracted a great deal of attention when the author's death revealed his work. The whole poem is filled with beautiful thoughts exquisitely worded that will linger in the minds of one who has read them. We give two extracts:

"As for duty, that's God speaking plainly  
to each  
Of his work in the world; and the wider  
the reach  
Of your effort, the more you are doing for  
men.  
Then the sweeter will be your reward. So  
what, then,  
Does it matter concerning a duty to come?  
Every morrow grows out of to-day; and  
the sum  
Of the future is made from the present.  
Whatever  
The morrow may bring will depend on  
endeavor  
Put forth by us now.

"To long  
For some good that we have not is noble.  
The song  
That incites to proud doing was penned  
with some hill  
Of endeavor uprising before; and the  
will  
To win glory and crowning sprang out of  
desire;  
They only grew helpful and strong who  
aspire.  
There is only one road to the mountains  
of bliss,  
And it leads from the levels of longing."

**THE WHITTIER BIRTHDAY BOOK.** Arranged by Elizabeth S. Owen. Boston: Houghton, Mifflin & Co.

In addition to the brief notice that was given of this lovely little birthday book last week we wish to point out some features which make it distinctly Whittier Birthday-book. The compiler has selected from the writings of the Amesbury Poet such extracts as allude to the birthdays which are noted on the opposite page and we are glad to see that the names of Quincy, Sewall, Inwood and other friends of humanity are not omitted and that prominent Quakers as well as noted writers are included. The steel engraving on the frontispiece is an excellent portrait of Whittier and the short poems at the beginning and end of each month and the illustrations give variety to the collection of verses and extracts. At the end of the book, Whittier's lines on "My Birthday" are placed and an index of names and place for birthdays. The verse on the title page from Whittier's "My Triumph" we repeat below:

"O living friends who love me!  
O dear ones gone above me!  
Careless of other fame,  
I leave to you my name."

**LYRICS OF HOME-LAND,** by Eugene J. Hall. Illustrated by Moran, Gibson, Darley, Pyle, Low, Reinhart, Homer and others. Chicago: S. C. Griggs & Co. Price \$3.50.

Mr. Hall has endeavored to picture the better side of American life, manners and scenery in verse and has divided his subjects into rustic rhymes, home memories, bucolic ballads, songs of nature, and society sketches. They make a volume that will interest more especially American readers who know something of country life, and the faithful pictures of the highway cow, the old garret, farm-gate, stone-mill, going for the cows, the old school-house, jolly old blacksmith, mountain stream, thunder storm, village bells and the first sweet-heart will recall many memories of a youth on a farm. The illustrations are the work of several of our best artists whose names are given above.

**DR. GILBERT'S DAUGHTERS.** A story for girls, by Margaret Harriet Mathews. Illustrated. Philadelphia: Porter & Coates.

What girl does not like a story that is told in such a way that she can almost see the characters and their homes? Those that do, will like "Dr. Gilbert's Daughters," May and Fay, and how they grew up in a country home, thrown with a wealthy family who live near and are peculiarly situated. The opening chapter is a trifle strained but the author overcomes this as the story proceeds and it flows evenly and entertainingly along. The best part of it is, that the scenes and incidents in the lives of the two girls are so natural and they are not made out better than they are.

## MAGAZINES.

George Bancroft Griffiths opens the November number of *Potter's American Monthly* with a paper on "Along the Moselle and the Rhine," in which he tells many interesting things in an interesting way.

The *Pansy* continues under the editorship of Mrs. G. R. Alden, to come every month filled with stories and anecdotes for children.

**The Cottage Hearth** for November is quite a Garfield number. There is a poem on the President by D. L. Milliken, pictures of James and Mollie Garfield, etc.

Since the *Art Interchange* was established, we have noticed several changes, one after another, until now we do not see how it can be further improved. The department of "Notes and Queries" we are told, is especially valuable to art workers, and now the editor proposes to open musical notes and queries which will probably prove as interesting to persons interested in music. The press-work on the *Art Interchange* is commendable, also the text, which is always up to the times.

The full-page pictures in the October *Magazine of Art* are from paintings by Haynes Williams, Ludwig Knaus and F. Beda. The articles in this number are of general interest, and elegantly and artistically illustrated.

Of the important contributions to the November *Atlantic*, we mention S. H. Gay's "When did the Pilgrim Fathers land at Plymouth?" John Fiske's "Theory of a Common Origin for all Languages," Sylvester Baxter's "Forestry work of the Tenth Century," and "A Florentine Family in the Fifteenth Century."

*Lippincott's* for this month opens with "A Walk over Montauk," an interesting place that has not yet found its way into the magazines, until now Charles B. Todd describes it. H. H. Boyesen contributes two sonnets to this number, and Sarah Winter Kellogg, a story.

The October and November numbers of the *Children's Museum* are excellent—the best that this magazine has yet put forth, everything in them good.

*Arthur's Home Magazine* is full of articles of interest to housekeepers, and some lovers.

When one number of *Our Little Ones* appears, it does not seem possible that anything can exceed its pictorial beauty, but we find that the November number exceeds in a slight degree its exquisite predecessor.

*Stoddard's Review* for November contains articles on "Illinois Sun-spots," "The Future of Gold," and "Influence of the Atlanta Cotton Exhibition."

*Vick's Illustrated Monthly* continues to come filled with hints to flower-lovers and flower-growers.

## NEW MUSIC.

Goullard's *Monthly Journal* for October gives a soprano song called "Love's Sunshine," one of F. H. Cowen's songs, and two easy instrumental pieces.

In the large, plain music-type of the *Musical Visitor* (November) we find "Alpine Glow," by Wilhelm Heiser, a song by D. H. P. Danks, "There is no one waiting for me," and a pretty "Evening Song," (instrumental) by Clemens Schultze.

## PAMPHLETS.

"Unfermented Wine, a fact," by Norman Kerr. Price ten cents. "Constitutionality of Prohibition," by Hon. Oliver P. Mason. Price ten cents. New York: National Temperance Society. — "Circular of the Grading System for the Country Schools of Wisconsin," by W. C. Whitford: Madison, Wis. — "Ingersoll Answered; What must I do to be saved?" by Jos-

eph Parker, D. D. (Standard Series, octavo.) New York: I. K. Funk & Co. Price fifteen cents. — A list of the books for children published by Cassell, Petter & Galpin. — "The Evolutionist at Large" by Grant Allen, (Humboldt library); New York: J. Fitzgerald & Co. Price fifteen cents. These essays are reprinted from the *St. James' Gazette*, and the writer's plan has been to take a simple and well-known natural object and give such an explanation as evolutionary principles of its most striking external features. — *The Monograph: Bonaparte's Political Position*, by J. R. Seeley. Price ten cents. "Pocahontas and Captain John Smith," by Henry Adams. Price ten cents. "The Assassins," Same price. "Fouquet the Magnificent," by F. W. Shelton. Same price. Bangor, Maine: Q. P. Index, publisher. — "Outline Course of English Grammar," by D. C. O'Connor. New York. — "The Meisterschaft System. A simple and practical method for learning French, German, Spanish and Italian. New York, I. K. Funk & Co. Part I., French. — "Infant Songs" — a collection of choice music for the Sunday-school, common school, and home circle. Edited by W. A. Ogden and Mrs. Emma Pitt. Toledo, Ohio: W. A. Ogden, publisher. There are forty-two children's songs bound together, most of which are adapted to the Sunday-school. — "Origin of Nations," in two parts, by G. Rawlinson, M.A. New York: J. Fitzgerald, fifteen cents.

## NOTES.

**ELOCUTIONIST'S ANNUAL**, No. 9, from the National School of Education and Oratory, Philadelphia, comprises many new and interesting selections, some of which are published for the first time. The Annual, as a serial, has been established to supply the constant demand for a fresh, cheap book of selections, dialogues, tableaux, etc., and the price has been placed so low as to be within the reach of all. No. 9 contains two hundred large twelve-mo. pages, on heavy, strong paper, in clear, open faced type, easy to read, and comprises pieces suitable for the holidays, school exhibitions, lyceums and literary societies, anniversaries, church and Sunday-school gatherings, educational, temperance and political meetings, and a large and varied list of selections for public and professional entertainments, and, as a supplementary reading book, is especially adapted to the higher classes in schools and colleges. Paper edition, post-paid, 35 cents; cloth, 75 cents; green and gold, \$1.00. Liberal discounts when ordered by the quantity. The paper edition makes a very cheap, attractive and effective Supplementary Reader for schools. We commend them with confidence to progressive teachers for this purpose.

## THE SPENCERIAN SYSTEM.

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**THE DIESTERWEG FESTIVAL.**—Friedrich Adolph Diesterweg, one of the most eminent educational writers in Germany in the present century, was born at Siegen, province of Westphalia, in 1790 and died at Berlin, July 7, 1866. In 1827 he founded a quarterly journal devoted to instruction and education. Diesterweg wrote a large number of educational works, which are chiefly devoted to elementary schools, but he also wrote on the reform of secondary schools, and still more on that of universities. In July, 1881, forty-nine of his pupils who had studied at the city of Moers Prussia, under Diesterweg from 1820 to 1832 came together to celebrate the birthday of their distinguished master. The youngest of these men was sixty-eight years old and the oldest seventy-nine.

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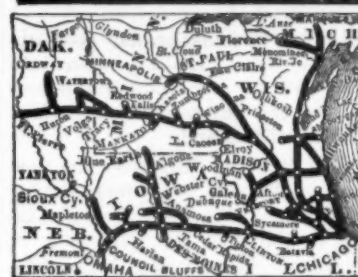
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KIDNEY DISEASES,  
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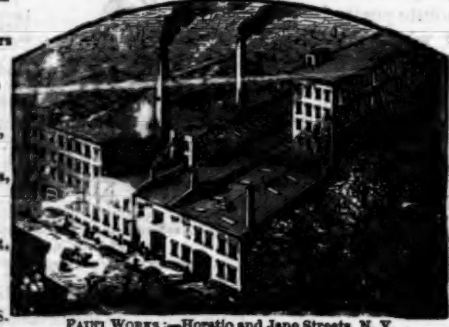
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